



CURRICULUM PLAN

ENGLISH

BRAMHALL HIGH SCHOOL

Curriculum Intent

We endeavour to design and deliver a curriculum that will 'let learners go as soon as they are able' but ensures that every step forward is underpinned by a solid block of knowledge and skills beneath. We are aware of our duties to avoid cumulative dysfluency and to meet need of all our learners, including our most able and our disadvantaged learners. As such, we will carefully sequence our learning schemes and build on learners' existing schemas to ensure that knowledge and understanding are secure, and that they are grown strategically with opportunities for even greater depth provided as appropriate.

We aim to deliver a provocative and thinking rich curriculum where knowledge and skills are secured for life, not just danced with. Our intent is that all learners will leave us:

- with a strong command of the spoken and written word,
- as intelligent readers and listeners,

And,

- with a rich social, historical and cultural knowledge, as we believe that these prepare our learners for richer and fuller lives, not just for examination success.

YEAR 7

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Exploring Characters	<u>National Curriculum 2013</u> Knowing how language presents meaning. Learning new vocabulary. Exploring context. Writing skills for audience.	CPR: Write a paragraph describing a character. Assessment: Write the opening of a short story which includes a description of a central character.	Enrichment Promotion of creative writing club	Juxtaposition Annotate Perspective Assertive Impressionable
Term 1b	SMART	<u>National Curriculum 2013</u> Making inferences about texts. Studying setting, plot, character. Exploring context.	CPR: How does the writer use language to present Ryan? Assessment: How does the writer present Tony?	Enrichment Promotion of the book club and poetry club	Victim Social responsibility Immoral Domestic Interrogation Community Neglect Quotation Hierarchy inference

Term 2a	SMART	<u>National Curriculum 2013</u> Writing for different purposes and audiences SpaG focus	CPR: To write a letter to your local MP about homelessness. Assessment: To create a speech about animal cruelty.	Enrichment Promotion of the writing and book clubs. Social responsibility explored as a theme throughout the novel.	
Term 2b	Animal Poetry	<u>National Curriculum 2013</u> Exposure to pre 1914 English Literature. Making critical comparisons between texts. Recognising poetic conventions and their effect.	CPR: How are birds presented in 'Pigeons' and 'The Eagle'? Assessment: Compare how Pastan and Bass describe their dogs and how they feel about them.	Enrichment Cultural exposure through poetry.	Structure Desperation Stanza Evokes facade

Term 3a	Introduction to Shakespeare	<u>National Curriculum 2013</u> Exposure to pre 1914 Literature Exploring context and writer intention. Exploring pre 19th Century Literature with a focus on Shakespeare.	Year 7 Exams	Enrichment Watch televised production of 'A Midsummer Night's Dream at the Globe'	Context Soliloquy Monarch Benevolent malevolent
Term 3b	A Midsummer Night's Dream	<u>National Curriculum 2013</u> Exploring context and writer intention. Exploring pre 19th Century Literature with a focus on Shakespeare. Developing writing skills.	CPR: How does Shakespeare use language to present the anger Titania feels towards Oberon? Perform a drama performance of A Midsummer Night's Dream (Spoken Language)	Promoting drama clubs/school production.	Mischief Animosity Resolution Dramatic irony Climax portrays

YEAR 8

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Culture and Diversity Noughts and Crosses Cultural Poetry	<u>National Curriculum 2013</u> Exploring culture and diversity- developing cultural capital.	CPR: Create a speech persuading people to vote for you as Prime Minister. Assessment: Create a persuasive speech on a topic that you feel strongly about.	Enrichment History- watching speeches from famous historical figures.	Discrimination Superior Prejudice Injustice Culture Inferior Segregation Heritage Tyranny Dictatorship Conflict Diversity
Term 1b	Noughts and Crosses Cultural poetry	<u>National Curriculum 2013</u> Exploring culture and diversity- development of cultural capital.	CPR: How does Malorie Blackman use language to create the impression that Sephy is afraid and confused? Assessment: How has the writer used language to create tension?	Potential for school trip to watch Noughts and Crosses as a stage performance.	

Term 2a	Dystopian	<p><u>National Curriculum 2013</u> Seminal world literature.</p> <p>Extending and applying the grammatical knowledge.</p> <p>Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.</p>	<p>CPR: Write a story opening featuring your own dystopian world.</p> <p>Assessment: Write a narrative description of a dystopian world using one of the images.</p>	<p>Enrichment</p> <p>Discussion and awareness of social issues relating to the world and environment.</p>	<p>Dystopia Protagonist Antagonist Derelict Apocalypse Perilous Atmosphere Vulnerability Oppression corruption</p>
Term 2b	Dystopian	<p><u>National Curriculum 2013</u></p> <p>Exploring extracts from varied writers exploring theme. Comparison of Dystopian extracts.</p> <p>Context links and analysis skills.</p> <p>Spoken Language</p> <p>Reading a wide range of fiction and non-fiction.</p>	<p>CPR: How do the writers use language to present the protagonists in The Mazerunner and The Hunger Games?</p> <p>Assessment: Write and perform a podcast on the topic of pollution or AI. (Spoken Language)</p>		

Term 3a	Much Ado About Nothing	<u>National Curriculum 2013</u> Reading a whole Shakespeare play, exploring context and writer perspective.	CPR: How does Shakespeare use language to present Beatrice and Benedick's relationship? Assessment: Explore how Shakespeare presents Beatrice's feelings in Act 4, Scene 1.	Enrichment Watch The Globe version of Much Ado About Nothing.	Patriarchy Sonnet Deception Subservient Stereotype Yield Disobedience Masculinity Femininity Manipulative
Term 3b	Much Ado About Nothing	<u>National Curriculum 2013</u> Reading a whole Shakespeare play, exploring context and writer perspective.	Year 8 Exams		

YEAR 9

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	The Woman In Black Full novel study and analysis	<u>National Curriculum 2013</u> Exploration of gothic Literature and writer intention. To explore genre and style and analyse language in a text.	CPR: How does Hill present the character of Arthur Kipps in the opening? Assessment: How does Hill use setting in the novel to create atmosphere?	Enrichment Theatre production if available	Ominous Solitary Melancholy Idealised Pathetic fallacy Bleak Sinister Anticipation Gothic Perception Vengeful
Term 1b	The Woman in Black Gothic writing	<u>National Curriculum 2013</u> Develop an appreciation and love of reading, and read increasingly challenging material independently. Exploration of gothic Literature. Developing writing skills and using creative writing skills in a response. Technical	CPR: Write a description of a gothic image. Assessment: write a gothic story.	Women's rights, religion and history.	

		accuracy and paragraphs for effect.			
Term 2a	Othello	<u>National Curriculum 2013</u> Reading a whole Shakespeare play, exploring context and writer perspective.	CPR: How does Shakespeare present Iago as a villain? Year 9 Exams		Controversial Duplicious Vindictive Malicious Catastrophe Demise Misogyny Hamartia Catharsis Derogatory
Term 2b	Othello	<u>National Curriculum 2013</u> Reading a whole Shakespeare play, exploring context and writer perspective	Spoken language exploring the theme of race in Othello.	Enrichment Exposure to other cultures and traditions, using varied texts and historical documents.	

Term 3a	Unseen Texts	<u>National Curriculum 2013</u> Reading a wide range of fiction and non-fiction. Exploration of different text types to analyse and explore. Developing or writing for different purposes.	CPR: How does the poet present the relationship in the poem 'Ending'? Assessment: In 'The Manhunt', how does the poet present the relationship?	Enrichment	Enjambment Caesura Semantic field Colloquial language Volta Couplet
Term 3b	Travel Writing	<u>National Curriculum 2013</u> Reading a wide range of fiction and non-fiction. Exploration of different text types to analyse and explore. Writing for different purposes.	CPR: Create a diary entry of an unusual place you have visited. Assessment: Write a journal entry about exploring, featuring a disaster.		Alienation Deprivation Anecdote Enlightenment Turbulent Sublime

YEAR 10

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Power: An Inspector Calls,	<u>National Curriculum 2014</u> Reading of high -quality Literature from the 20th Century.	CPR: Quote explosion/essay plan. CPR: The opening of an essay on a female character from the play An Inspector Calls. Assessment: Completed essay on a female character from the play An Inspector Calls.	Enrichment Possibility of watching the play depending on availability.	Socialism Capitalism Exploitation Prominent Microcosm Ideologies Fragility Colossal Futility Monotony Condemn Insightful Elite Judicious Inevitable
Term 1b	Power: Ozymandias, London, My Last Duchess, Tissue, Checking Out Me History, unseen poetry and English Language skills.	<u>National Curriculum 2014</u> Reading of poetry from since 1789 Anthology of poetry and unseen poetry from different eras.	CPR: Quote explosion/essay plan. CPR: Start of poetry comparison essay. Assessment: Complete poetry comparison essay.	Enrichment Watching Poetry Live	

Term 2a	The Natural World: Extract from, The Prelude, Exposure, Storm on the Island, unseen poetry and English Language skills.	<u>National Curriculum 2014</u> Reading of poetry from since 1789 Anthology of poetry and unseen poetry from different eras. Reading of different fiction texts with varied purpose and audience. Close analysis of language.	CPR: draft non-fiction persuasive article. Assessment: Persuasive article.	Cross-curricular History Reading of texts from different eras with different historical context.	Interpretations Merciless Nonchalant Patriotism Reiterates Exemplifies Epitomises Utilises Elucidates Initially Allusion
Term 2b	The Natural World: Extract from, The Prelude, Exposure, Storm on the Island, unseen poetry and English Language skills. Conflict: Macbeth, Remains, War Photographer, The Charge of the Light Brigade, Bayonet Charge, Poppies, The Emigree, Kamikaze, unseen poetry and English Language skills.	<u>National Curriculum 2014</u> Exploration of different fiction texts looking at structure. Exploration and evaluative techniques of statements and texts.	CPR: Question 2 of language paper 2. Year 10 exams Language Paper 2 Literature Paper 2		Instantaneously Poignant Exposed Covert

Term 3a	Conflict: Macbeth, Remains, War Photographer, The Charge of the Light Brigade, Bayonet Charge, Poppies, The Emigree, Kamikaze, unseen poetry and English Language skills.	<u>National Curriculum 2014</u> Reading of high-quality Literature pre 19 th Century- study of a whole Shakespeare play	Year 10 exams CPR: Start of an essay exploring a character from Macbeth.	Cross-curricular History links for context.	Machiavellian Cowardice Usurp Regicide Unscrupulous Valiant Hubris Equivocation Corruption Impassively Desensitisation Displacement Coercion Catalyst Nurturing
Term 3b	Conflict: Macbeth, Remains, War Photographer, The Charge of the Light Brigade, Bayonet Charge, Poppies, The Emigree, Kamikaze, unseen poetry and English Language skills.	<u>National Curriculum 2014</u> Reading of high-quality Literature pre 19 th Century- study of a whole Shakespeare play.	Assessment: Complete essay on a character Macbeth. CPR: Opening to a narrative/descriptive piece of writing.		

YEAR 11

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Corruption and Poverty: A Christmas Carol, Language skills, unseen poetry, and revision.	<u>National Curriculum 2014</u> Study of pre 1914 text with challenging content.	CPR: Opening of an essay on a theme explored in A Christmas Carol. Assessment: Complete essay on a theme explored in A Christmas Carol.	Enrichment Targeted intervention.	Misanthropic Philanthropic Malthusian Avarice Parsimonious Transformation Redemption Abundance Idle
Term 1b	Corruption and Poverty: A Christmas Carol, Language skills, unseen poetry, and revision.	<u>National Curriculum 2014</u> Study of pre 1914 text with challenging content.	Year 11 mock exams Language Paper 1 Literature Paper 1	Enrichment Targeted intervention.	Remorse Burden Morality Denounce Demonised Contemporary reader
Term 2a	Revision of A Christmas Carol, Macbeth, An Inspector Calls, Power and Conflict Poetry and language skills.	<u>National Curriculum 2014</u> Revisit of poems and language skills. Writing with detail and analysis.	CPR and assessed: Question 4 language paper 2. CPR and graded: An Inspector or conflict poetry essay.	Enrichment Targeted intervention	Revision of past vocabulary.

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Term 2b	Revision of A Christmas Carol, Macbeth, An Inspector Calls, Power and Conflict Poetry and language skills.	<u>National Curriculum 2014</u> Revisit of texts and language skills. Comparison and looking at non- fiction texts.	Year 11 Mock exams Language Paper 2 Literature Paper 2	Enrichment Targeted intervention	
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